

Intent

Instilling a love of reading early gives a child a head start on expanding their vocabulary and building independence and self-confidence. It helps children learn to make sense not only of the world around them but also people, building social-emotional skills and of course, imagination. Reading is the building block in pupils becoming sufficiently fluent to access the curriculum in its entirety.

SSP Little Wandle Letters and Sounds Revised R-2

- Decoding
- Prosody
- Comprehension

Fluency - automaticity - accuracy

Explicitly taught in Year 2: echo reading, learning and reciting, paired correction, choral reading, timed reading, skimming and scanning, sight words, audio books, performing

Assessment {Reading Trackers}

Development matters milestones/YR on track

ELG

Fluency test to exit Little Wandle

KPIs – reading logs

Reading conferences in Year 2 x 3 (see overview to include WPM) and 1:1 reading checks twice a half term

Story Times

Year R : Story road overview half termly themes planned with focus texts. Each week a key text has set story time planning where the text is repeated across the week to develop language acquisition and deeper engagement

Year 1: Story road overview planned inserts where teacher expert is explicitly teaching reading skills – Retrieving Rover, Predicting Pip, Sequencing Susie, Inference Irene and Viktor Vocabulary

Year 2 : Story road overview for Autumn term then story times are linked to Whole Class Reading to build connections between texts, authors and genres



Reading

Implementation

Oracy

Language rich classrooms, vocabulary road maps for story times (tiered words), magpie word walls, book talk, targeted reading aloud and teachers reading aloud, speaking and listening opportunities woven into the curriculum to include back and forth talk, rhyme time in YR, partner/peer talk

Interventions

Pupils not keeping up with the planned curriculum identified early on for catch up

Daily keep up – AFL by CT repeated practice in class provision

Daily catch up – timetabled separately by Reading Leader

Rapid catch up in Year 2

1:1 focus paired reading to provide additional practice

SEND programme for Little Wandle

Intensive interaction

Teaching and Learning

Fully decodable books are matched to children's phonetic ability and changed weekly

YR and Year 1 : Reading practice sessions are followed in line with SSP x 3 weekly

Building understanding and enjoyment through modelling and book talk – explicitly modelling what skilled readers do

Year 2 : Whole Class Reading overview (to include teaching test framework as necessary)

Story times are timetabled 3 times a week with selected age-appropriate and diverse texts (see reading aloud prompt)

ERIC planned across the week in KS1 to provide opportunities for independent practice and to develop stamina for reading

Reading into writing text drivers are planned across the curriculum

Love of Reading promoted through weekly library time, reading challenges, love of reading assemblies, storytelling, author focus, brilliant book corners, World Book Day, reading across the curriculum and children exposed to a breadth of carefully selected literature, reading at home '5 a day'

Impact

80% to secure ELG in reading

90% pass PSC at the end of Y1

At least 85% leave end of KS1 achieving reading – National target of 90% at the end of KS2

Pupil premium pupils are within 5% of all for reading



